

Library Science

THE

MICHIGAN  
LIBRARIAN

Formerly THE MICHIGAN  
SCHOOL LIBRARIAN

DECEMBER

—1938—

VOL. 4.

NO. 4

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Published quarterly: February, April, October, December. Subscription price outside Michigan, one dollar a year. Single copies, 35 cents each. Subscriptions for less than a year and numbers from back files will be charged at the single copy rate. Advertising rate sent upon application to the business manager. Address all communications to the editor—Senior High School Library, Royal Oak.

Entered as second class matter December 8, 1936, at the post office at Birmingham, Michigan, under the Act of March 3, 1879

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# THE MICHIGAN LIBRARIAN

*Published by the MICHIGAN LIBRARY ASSOCIATION and STATE EXECUTIVE BOARD OF SCHOOL LIBRARIANS  
with the collaboration of the MICHIGAN CHAPTER OF SPECIAL LIBRARIES ASSOCIATION.  
Adopted by the MICHIGAN LIBRARY ASSOCIATION as its official organ.*

Vol. 4

DECEMBER, 1938

No.4

## SPECIAL LIBRARIES ASSOCIATION

### MICHIGAN CHAPTER

DETROIT, MICHIGAN

November 28, 1938.

To the Librarians of the State of Michigan:

The members of the Michigan Chapter of Special Libraries Association extend greetings to the Editorial Board of the *Michigan Librarian* and to librarians all over the state. We have mutual interests in extending library service to specialized groups and in furthering librarianship throughout Michigan.

Librarians affiliated with Special Libraries Association differ, more in degree than in kind, from public and school libraries. They derive their financial support from private resources and are intended primarily to serve the members of the institutions which are responsible for their operation. Book collections, magazines, pamphlets, films, and other source materials center about such highly specialized subjects as engineering, banking and finance, newspapers, and many others. The ramifications of each subject field are covered more completely in a special library than would be feasible in most public and school libraries. When the policies of the organization and the character of the collection permit, the services of special libraries are often extended to accredited patrons willing to use the library resources for research purposes.

The Special Libraries Association with headquarters in New York City has sixteen chapters in various parts of the country. Membership of the chapters varies considerably, depending upon the concentration of industry and business within a given area and the demand for specialized library service. An annual meeting of Special Libraries Association is held every spring. The Baltimore chapter will be hosts for the next conference in May, 1939.

In Michigan the chapter has eighty-five members representing many different types of special libraries, of which the greatest number are concentrated in Detroit. The meetings sponsored by the group occur six times a year and are both social and professional in their nature.

With assurance of the continuous interest of the Michigan chapter of Special Libraries Association in the splendid progress made by the Michigan Library Association, I am,

Cordially yours,

DOROTHA DAWSON, *President*

## EDITORIALS

### *The College Library's Part in Teacher Training*

THE importance of teachers in a democratic society has been extolled *ad nauseam*. Hundreds of books have been written on teaching technique and the training of teachers to fulfill their vital social function. But few writers have had anything to say about the importance of print as a teaching instrument or as a learning tool, or about the efficient use of print by teachers. Very few teacher-training institutions offer to prospective teachers courses, or even units within courses, on the efficient use of print in teaching and learning. The result has been very much what one would expect. Teachers, in general, are notoriously inefficient in their use of print, both in teaching and in learning. I suppose the basic difficulty lies in the fact that print is taken too much for granted. We are surrounded by print. We use it nearly all of our lives. Of course it is important—the fact is so obvious as to require no special notice. We are taught to read in the first grades and thereafter we are all automatically efficient users of print.

We who are librarians know only too well the fallacy of this too common attitude—on the part of teachers and of almost everyone else. Our first step in attempting to do something about it must be to prove to those responsible for teacher training that a serious problem exists—that teachers and prospective teachers actually are inefficient users of books, using the term generically. We must analyze the problem into its parts, experiment widely with remedial procedures and prescribe solutions. Some diagnosis and prescription has already been attempted in a few institutions engaged in training teachers, notably the Teachers College of Columbia University. The evidence accumulated to date indicates quite conclusively that prospective teachers, as students, are inefficient users of print in at least three specific respects, namely, reading ability, ability to find easily and quickly exactly the material needed in connection with a specific problem, and evaluation.

Standardized tests are available for measuring the first type of deficiency, and have been widely employed for that purpose in teacher-training institutions, though too seldom with subsequent remedial programs. The extent of the second type of deficiency has been measured in a few institutions, notably Teachers College, Columbia and the University of California. Remedial measures have varied widely in method and results. The Stephens College plan, although not restricted to prospective teachers, has been one of the most promising experiments. Logically, some form of coordination with regular course work seems to offer more than separate instruction. Relatively little attention has been directed toward correction of the third type of inefficiency—inability to read critically, evaluating as one reads—although a few experiments are currently in progress.

In any given teacher-training institution, the first step must be recognition of the problem; the second, measurement of its nature and extent; the third, careful study of remedial work which has been undertaken in other colleges and universities; and finally, a carefully planned program for teaching prospective teachers that print, intelligently employed, is one of the most valuable of teaching and learning tools.

G. FLINT PURDY

# Library Readjustment For Effective Adult Education \*

By LOUIS R. WILSON

IN February 1936 in an address before the New York Library Club entitled "The Next Fifty Years," I took the position that the public library would revise its objectives, go consciously educational, and take those steps in the readjustment of its organization, resources, equipment, and personnel which would enable it to meet the adult educational needs of the individuals and groups who had a right to make use of its services.

In this paper, two and a half years later, I wish to follow up this general theme. I wish, specifically, to do two things: (1) to show that the objectives of adult education have been greatly clarified recently, and (2) to suggest means by which the library may effectively promote a significant program of adult education.

The clarification of library objectives concerning adult education may be attributed to the activities and thinking of several groups, organizations, and individuals outside the library field as well as within it. The organization outside the library field which has contributed most to it has been the American Association of Adult Education. In 1937 it began a study of various organizations engaged in adult educational activities. *Listen and Learn*, for example, by Frank Ernest Hill, published by the Association as the first in this series of studies, dealt specifically with the educational significance of the radio for adults. Mr. Hill shows clearly what adults who use the radio for self educational purposes try to gain from it. They seek recreational entertainment, knowledge of what is going on in the world about them, particularly in the fields of local, state, national, and international relationships, and self-realization through the cultivation of their intellectual, esthetic, and ethical interests. This study, of course, does not undertake to show how the library may use the radio or supplement it in achieving the aims of individuals and groups who make use of it for these purposes. It does suggest, however, what the educational significance of the radio is, and leaves it to the imagination and experimental genius of the library to devise means by which it may utilize its resources, personnel, and equipment in increasing the effectiveness of the radio in this work.

I shall not undertake to set down the kinds of educational assistance sought by adults and the corresponding success achieved by them which are presented in *Why Forums?*, by Mary Ely; *The Civic Value of Museums*, by T. R. Adam; *The Music of the People*, by Willem van de Wall; *Outposts of the Public School*, by Watson Dickerman, and in the other titles which have appeared in the series. These volumes summarize the objectives of millions of the library's clientele who carry on adult educational activities in these fields, and should be studied by the library in order to determine how to relate effectively its activities to the achievement of the objectives revealed. This should be a required exercise not only for students in advanced courses in library schools and students of the organization and administration of adult education, but for the staff of every library that is undertaking to carry on a significant program in any one of these fields.

A group of library organizations which have contributed to the sharpening of these

\* Read before the annual meeting of the Michigan Library Association, Lansing, November 3, 1938.

objectives includes the American Library Association, various state library associations and clubs, individual libraries here and there, the Graduate Library School of the University of Chicago, and the Library School of Simmons College. Both of the latter institutions have held institutes for librarians on this subject. Both institutes used speakers from various adult educational fields who stated their general and specific objectives, and showed what are the most effective ways in which the library can assist in carrying them into effect.

Individuals have likewise contributed to this clarification. Lyman Bryson, Professor of Education at Teachers College of Columbia University, through his "Philosophy of Adult Education and its Implications for Librarianship," in *The Role of the Library in Adult Education*, and in his *Adult Education*, has clearly defined these objectives under five headings. They are remedial, occupational, relational, liberal, and political, and are defined as follows:

Remedial adult training is more or less formal study undertaken to give a person of adult years whatever he needs to bring his educational equipment up to the minimum that is necessary for life in an American community. . . .

Occupational training may be: (a) for advancement on the job; (b) for advancement to another job of a different sort; (c) for the industrial rehabilitation of the victim of machine unemployment; (d) for guidance in choosing or adjusting to an occupation.

Relational education includes "parent education" and also the studies of emotions, attitudes, and psychological habits which are designed to help us better to understand ourselves and our relations with other persons.

"Liberal education" is the best term available to describe activities which are undertaken chiefly for their own sake, for the pleasure that is in them. . . .

Political education includes all those studies, practices, and experiences which men deliberately undertake to make themselves better members of the commonwealth. . . .

Malcolm S. MacLean, in his article "The College and Adult Education," in *The Role of the Library in Adult Education*, presents the results of an analysis of the educational interests of 5,000 university extension students, several hundred students in the General College of the University of Minnesota, and their parents. Barring approximately 40 per cent of the university extension students who were working for credits or for degrees, he found that the other 60 per cent pursued adult studies for four main purposes. They wanted to learn (1) how to fit themselves for their vocations; (2) how to interpret what is going on in the world about them; (3) how to understand themselves; and (4) how to feed their inner lives.

In *The Public Library—A People's University*, Alvin Johnson has carried the clarification a step farther. He has dealt not only with the interests which lead adults to seek additional education, but has also suggested ways in which the library should readjust itself in its effort to aid adults in the realization of these desires. On the basis of a careful analysis of the activities of the library he concludes that the "mere supplying of books without any regard to any influence they may exert," the work done by persons interested in establishing their family trees, by cross-word puzzle "researchers," and by the many individuals who make use of the library's extensive informational service for the determination of some specific fact are not significantly educational. He likewise discards as of no educational significance "giving the public what it wants," the preparation of booklists that merely bring titles together that bear on the same subject without exhibiting or developing a definite educational purpose, and the extension of library service for the purpose of "coverage." He discards them because they do not contribute the element of direction and sustained interest which enable the individual (1) to keep himself fit as a technician by constant occupational reconditioning, and (2) to maintain a clear understanding of sound political,

social, and cultural ideas upon which American democracy must rest. To aid the individual in successfully achieving these two ends, is, Dr. Johnson insists, the library's principal justification for existence.

Through the studies of these organizations and individuals, the haze which has obscured the objectives of the library in the field of adult education has been largely removed. If the library is to serve the individual in a way that is educationally significant, it must do something more than hand him book lists, answer his inquiries, and loan him certain books. It must furnish him materials and personal guidance adjusted to his special needs which will be of value to him with respect to (1) limitations in his early training; (2) his occupation; (3) his understanding of the current scene in the world around him; (4) his ability to adjust himself properly to the social and political life of which he must be a part; (5) his understanding of himself; and (6) his effort to develop an inner life of deep and permanent satisfactions.

If this statement of the library's functions in adult education can be accepted as satisfactory, I shall now suggest several practical steps which libraries must take to make their work successful.

1. The first step I propose is to analyze the total adult population which the library is to serve and to determine, on the basis of the analysis, what the specific adult educational objectives of the community are and how the library can most effectively promote their achievement. These objectives will vary from community to community and from state to state. In Michigan the library will think first of individuals; then of groups in which individuals have organized themselves to carry on some program of study. Of the 5,000,000 inhabitants of Michigan, approximately 3,500,000 are 18 years of age or over. These 3,500,000 constitute the legitimate adult clientele of the public library. Recent studies of library patrons<sup>1</sup> will suggest how this total can be broken down into categories such as skilled and unskilled workmen, students, housewives, professional men and women, etc., what percentage of the total population each category constitutes, what kinds of educational demands each category makes upon the library, and how effectively the library is meeting these demands. Other studies<sup>2</sup> will indicate the number and character of the groups into which these individuals will organize themselves and what services they will require of the library.

*The Geography of Reading*, for example, will show that in Michigan at varying times between 1930 and 1937: 38,000 individuals were members of adult education classes organized under the public school system; 26,742 were enrolled in Federal Emergency Relief classes; 140 United States Agricultural Extension workers and county and home demonstration agents were in charge of the educational programs of the U. S. Department of Agriculture in which approximately 200,000 farmers, farm women, and farm boys and girls were engaged; 18,700 women were members of the National Federation of Women's Clubs; 43,084 persons were members of parent-Teacher Associations; 43,779 boys and girls were members of boy and girl scout groups; 919,946 families were owners of radios; 526,411 subscribers were readers of farm papers; 691,407 persons subscribed for or purchased from newsstands copies of

<sup>1</sup> Louis R. Wilson and Edward A. Wight, *County Library Service in the South* (Chicago: the University of Chicago Press, 1935) and William C. Haygood, *Who Uses the Public Library* (Chicago: The University of Chicago Press, 1938).

<sup>2</sup> Louis R. Wilson, *The Geography of Reading* (Chicago: American Library Association and The University of Chicago Press, 1938) and Robert B. Hudson, Radburn, *A Plan of Living: A Study Made for the American Association for Adult Education under the Supervision of John O. Walker* (New York City: American Association for Adult Education, 1934).

47 national magazines; and 7,621 persons were members of the Book-of-the-Month Club and the Literary Guild. The list could be extended by reference to other compilations. But it is sufficient to indicate what kind of organizations are to be found in Michigan and what the objectives of these organizations are. Every library in the state should determine what part of this clientele is included within its area of service, and plan a definite program of service for it. A census of library patrons should be as essential to successful adult educational service through the library as a school census is to successful school work with children.

2. The second step which the library should take follows naturally. Once the library knows the nature of its clientele, it should find its place in the total group of adult agencies in the community which undertake to meet its adult educational needs. This place should be one of purposeful, intelligent coöperation and leadership. I share the opinion of Alvin Johnson that the library has in general been too timid in claiming its place, and that it should assume an attitude of positive, aggressive leadership among the adult educational agencies of the community. "The Adult Educational Council—An Arm of the Library,"<sup>1</sup> by R. B. Hudson, and the forthcoming A.L.A. publication by Chancellor on *The Library as a Community Intelligence Center* deal with examples in which such a claim has been made successfully.

3. The third step which the library must take in fitting itself for its work in adult education is to overhaul its internal organizations and administration for educational purposes. This calls for something more than the designation of some member of the staff as a readers' adviser. It should involve the policy of book selection and book duplication, the utilization of rooms and equipment, the adjustment of hours to the needs of adults who otherwise cannot make use of library materials, and the pointing of all the work of the library toward an educational goal. In the larger libraries departmental organization, provision of readers' advisers and subject specialists, preparation of sustained reading lists, assistance in vocational guidance, provision of rooms for radio and films, and participation in forums and other group activities should become matters of regular procedure. Provision of staff members to establish outside contacts and the involvement of community specialists who would not disturb professional performance should likewise become routine practice and would undoubtedly contribute greatly to the library's educational effectiveness.

Articles by Flexner, Farquhar, Rutzen, and Freeman have dealt with these phases of organization and administration and the A.L.A. is soon to issue a volume of case studies on the subject under the title *Types of Library Adult Service*. The volume, *Printed Page and the Public Platform*, by Chancellor and Williams, and *The Library and the Radio*, by Faith Holmes Hyers, to be issued by the University of Chicago Press this month, should become library staff texts for these phases of adult education and a similar text, with examples of best practice, should be prepared on the use of documentary and educational films. Reorganization along these lines and the maintenance of an alert, experimental attitude toward educational objectives will help transform the library from an ordinary, successful administrative library organization into a significantly effective educational institution.

4. The fourth step which the library should take in making itself an effective educational instrument is to provide a staff which understands what educational aid the library's patrons normally seek and the best educational methods of supplying it. The

<sup>1</sup> In *The Role of the Library in Adult Education*, ed. L. R. Wilson (Chicago: The University of Chicago Press, 1937).



general and professional education of the library school graduate in the past has not furnished this background. Approximately 65 per cent of such graduates have devoted most of their educational preparation to the subjects of English and history. The other 35 per cent have "majored" in the other 25 or more subjects embraced within the usual undergraduate curriculum. Library staffs composed of individuals trained in this disproportionate fashion have had to cover the other vast fields of the social, biological, and physical sciences and the general fields of art and technology with which great numbers of the library's clientele are vitally concerned. Such training has likewise failed to provide essential understanding of how adults learn, of the methods by which such learning can best be promoted, and of the organization of staff and library resources that will enable the library to point its activities toward a well-devised, well-sustained educational goal.

To provide this background properly calls not only for the selection of new staff members with training in the fields of government, technology, and science, but for the reorientation of the thinking of staff members already in service. Knowledge of student motives, appropriate curricula, well-devised outlines and syllabuses, and experience and skill in interviewing and advising, are fundamental to successful educational performance. In-service training, staff instruction, attendance at short term institutes, specialization in varied subject fields should be insisted upon by library boards and provision for the financial support of such a program made accordingly.

This situation calls for the serious consideration of state library agencies, boards of trustees, head librarians, library schools, and the Boards of Education for Librarianship and Adult Education of the A.L.A., because public libraries, as contrasted with school, college, and university libraries, have made little provision for in-service training for their staffs. These organizations should likewise coöperate in issuing a series of volumes containing case studies and the results of successful experiments and demonstrations in adult education. The volume, *Helping the Reader Toward Self-Education*, which attempts to introduce the library staff to effective educational procedure, is an excellent example of what is proposed and should be widely read by public library staff members.

5. The fifth step which libraries should take is that of providing books which may be used successfully in meeting the educational needs of their adult patrons. This is a step which librarians will find it difficult to take, but it must be taken by them or they must find others who will take it for them. They can at least increase their insistence upon the production of such materials, and, as they gain experience in adjusting library resources to specifically educational ends, they can greatly increase the value of their suggestions to authors and publishers. The work of the Committee on Readable Books and the lists of books by Chancellor, Felsenthal, Hoyt, and Edge, have been extremely valuable in this respect. They have been based upon the assumption that self education and understanding result ultimately, not from information which individuals may gain from the study of books, however important they may be, but rather from the discovery of how an author's mind works in the presentation of his subject and the ability which such discovery gives the individual to analyze, evaluate, and modify his own mental processes. This is the supreme function of the book, and if books are not available to thousands of individuals who are striving to discover themselves in this way, it is one of the major responsibilities of the librarian to seek their production.

Dr. Johnson, in summarizing his suggestions for improving the library's perform-

ance in adult education, offers seven recommendations, which I repeat here because they supplement and complement the suggestions made above. He urges (1) greater use of rooms for lectures, forums, etc., the exhibition of documentary films, and actual leadership of classes; (2) the development of a body of quantitative data through case studies of readers and the experience of readers' advisers; (3) the enlistment of the services of community specialists who can participate effectively as educational leaders; (4) the abandonment of "pure librarianship" and "coverage" as principal library objectives; (5) the preparation by the A.L.A. for use by libraries of educationally developed book lists which individual libraries could not provide on account of lack of personnel or excessive cost; (6) the development of publicity which will sell the library; and (7) the inclusion in library school training of those subjects which will equip the library personnel for effective educational work.

6. The steps which have been proposed so far have principally concerned the individual library. The sixth step which I am convinced the library must take is that of cooperation among libraries on a large scale basis, preferably that of a whole state, through which the total library resources of a state may be drawn upon for educational purposes. Recent surveys of the resources and personnel of a large number of individual libraries have shown the utter inadequacy of many of them, particularly of the very small libraries, for effective educational performance. They have likewise deepened my conviction that the failure of such libraries to provide excellent service has affected adversely library support in general. On the other hand, examples of libraries in states such as California and New Jersey, in which excellent systems of cooperation and coordination have been effected, show how small and large libraries alike have provided union catalogs for all their resources, have supplemented their holdings from large state library collections and, like the local and regional libraries in England and the National Central Lending Library in London, have perfected state systems which have enabled all libraries thus coordinated to extend greatly their educational service. They have demonstrated conclusively that small, poorly equipped, non-cooperating libraries, through carefully planned cooperation or inclusion in larger and more effective units, lose nothing inherently vital in individuality, but gain tremendously in educational efficiency and correspondingly increase the justification of their claim upon the taxpayer's dollar.

7. The seventh and final step which I propose is that of securing increased funds for library purposes. Alvin Johnson has said that the magic key to the pocketbook of America has long been the word education. He has expressed amazement that the library has made such slight use of this word. He insists that if the library will become a genuine educational institution money can be secured to support it. He insists that the librarian who serves a relatively few persons significantly, as the high school or college teacher who directs the studies of only forty or fifty individuals, is entitled to support similar to that received by the teacher in the school or college and that he can secure it. That, of course, remains to be demonstrated. But at all events the securing of such support should be one of the major objectives of librarians in their campaigns for state and federal aid. Through such aid the library should be able to staff and equip itself in such a way as to furnish adults all the resources essential to fruitful study and to provide all groups engaged in educational programs, leadership, materials, and physical quarters which would make the library an indispensable community educational center. This total program, if intelligently and persistently

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## The Work of the State Board For Libraries\*

By HOBART COFFEY, *Chairman*

THOSE of you who read the Lansing State Journal and accept statements in that remarkable paper as the Law and the Gospel must have come to the conclusion that the members of the State Board for Libraries rank just slightly above horse-thieves in the hierarchy of malefactors; and you may have gathered the impression that the Board spends its days and nights plotting evil, particularly against small libraries and helpless persons. In the few minutes that I have this morning I want to give you another side of the picture.

The State Board is composed of five members, one woman and four men. We live in different places. Each of us has his own job by which he earns his living. Whatever work we do for the State Board must be done in the time left over from our regular activities, which means evenings, Sundays, and holidays. We serve without compensation and I am tempted to add, almost without thanks. Every member has served at a very considerable sacrifice of time, money, and energy.

The burdens which the statute imposes on the Board are rather heavy. Among other things that the Board is supposed to do are the following: have general control and supervision of the State Library; general control and direction of traveling libraries; make rules and regulations governing the use of these libraries; inspect libraries which may be established under legislative grants; assume immediate administrative responsibility and control over the establishment of regional libraries; collect and preserve statistics; undertake research pertaining to libraries and make the resultant findings available; prepare and administer standards of certification for libraries; appoint the state librarian and members of the staff—and so one and so on. Finally, the Board is charged with the duty of administering state aid under the Michigan State Aid to Libraries Law. Almost any one of these duties would be sufficient to occupy the time of the Board for a considerable period. To make life all the merrier, most of these duties were thrown on our shoulders at the same time.

When the Board was appointed in March of the present year, the Civil Service Department was in the process of classifying all the employees of the state and determining on qualifications for each position. The first job we had was to confer with the civil service in order to see that existing positions had been properly described. All the information that we could secure was placed at the disposal of the Civil Service Board. We studied classification schemes that had been adopted in other places such as Virginia, California, and Detroit. In our whole work with the Civil Service we tried to see that each position was set up in such a way as to insure that in the case of a future appointment we could secure employees properly qualified to do the work of the position. For example, we were anxious to see that specifications for positions involving professional library work should call for professional training; and that those for supervisory positions called for supervisory experience.

As a result of our many conferences with the Civil Service Department, we have secured a scheme of organization which will, we believe, be adequate to enable the Board gradually to improve the service rendered by the State Library. In addition

\*Read before the annual meeting of the Michigan Library Association, Lansing, November 3, 1938.

to the usual classes of janitors, pages, stenographers, and clerks needed in any large library organization, provision has been made for five grades of professional employees. The first two, which include the state librarian and the heads of divisions, are not in the classified service. The other three, known as Grade II, Grade I, and Grade A, belong in the classified service. Future appointments will be made from an eligible register established by a civil service competitive examination.

You may be interested in the specifications for these three grades and the salaries that the positions will pay. Grade A, which is the beginning professional grade, calls for no library experience. It requires only graduation from an approved college or university, and a year of library training in an approved library school. The salary for this grade begins at \$1,560 and runs to \$1,800. Grade I, which is the next higher grade, requires the same qualifications as A plus two years' experience. The salary runs from \$1,800 to \$2,280. Grade II calls for the same training as the beginning grade plus four years of experience, two of which must be in the special work of the class. For example, it will not be sufficient to qualify for the grade of Cataloger II to have had four years of general library experience. At least two years must have been in cataloging work. The salary range for Grade II runs from \$2,400 to \$2,880.

Some of you may think that these qualifications are not high enough. The only answer we can give is that these specifications are in line with the requirements in all other branches of the state service, and that they are higher than have prevailed in the State Library at any time in the past. It is significant that although practically all of the present employees of the State Library were appointed to the positions which they held on January first of this year, many of them do not meet the minimum requirements. Few are eligible to promotion to the next grade above. The explanation is not hard to find. The State Library, like other state departments, has in the past been run along political lines. Jobs in the State Library were often political plums to be handed out to relatives and friends of people prominent in politics. It was not a question of whether a position demanded a particular person, but rather that a particular person had to be taken care of with a job. Not all of these appointments turned out badly. Some people came in as pure political appointees and eventually learned their jobs and rendered valuable service. Unfortunately that has not been true in all cases.

Contrary to certain newspaper reports, the Board has not interfered to any great extent in the internal affairs of the State Library. With one exception, all employees who passed their civil service examinations were appointed by the Board. One person only was dismissed, one was transferred, and one restored to her former position in the service. In view of the upset which many of us had anticipated as a result of civil service, these few changes seem to me very slight indeed. Contrary to belief in some quarters, the concern of the Board has not been to dismiss employees but to find a way of retaining them and making full use of their abilities.

I do not mean to imply that the personnel situation in the State Library has been completely ironed out. There are still instances where people are misplaced; some jobs are probably quite unnecessary; and there are vacancies to be filled. To straighten out all these problems takes time, and must wait the appointment of some division heads who will study the situation in detail. I feel safe in prophesying that within a year the necessary reorganization will have been accomplished.

The result of the civil service classification has been to straighten out what was a very unequal salary schedule. For reasons known only to the department head,

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new appointees of the beginning grade had been brought in and paid salaries higher than those received by people who had worked there for many years. We found one employee who had two university degrees and who seemed to be rendering a high grade of service receiving less than the janitor in the same department. Situations like this are disturbing to the morale of any organization. The civil service classification and compensation schemes have adjusted many of these glaring discrepancies. The salary schedule, I think, is still too low; but in any event, it is better than it was. Incidentally, there should be held, within the next month or two, competitive examinations to fill certain vacancies which have existed for some months in the State Library. One of these will probably be for the head of an order department. I hope that you will watch for announcements and that some of you will take these examinations.

Shortly after the Board was organized we began to feel the need of getting an impartial judgment of the service which the State Library was rendering, the qualifications of its personnel, and the character of its book collection. While this sort of study could have been undertaken by the members of the Board, we felt that our other duties would make such a personal study impossible for a long time to come. In the meantime the form of our organization had to be outlined to the Civil Service Commission, and standards had to be set up for each position. We felt that what was most needed at that moment was an impartial survey by experts qualified to do the job. After conferring with the Governor and the Budget Director, we voted to request the American Library Association to make the survey for us. The Association generously offered to cooperate with us in every way. The service of three well-qualified men were secured, and in a few days' time the survey was under way. The three surveyors were Professor Leon Carnovsky, of the Graduate Library School of the University of Chicago; Mr. Paul Noon, State Librarian in Ohio; and Mr. Stewart Smith, of the Milwaukee Public Library. None of these men had any connection with the State of Michigan. All are regarded as experts in their respective fields. The Board did not dictate the procedure that was to be followed; least of all did we tell the surveyors what we expected them to find. At the end of a month a very comprehensive general report was furnished to the Board. This report will, I hope, shortly be made available to all librarians in the state.

It has been assumed by a few people that this survey was an attempt on the part of the Board to discredit the State Library. I can only give you my assurance that the Board had no such motive. We wanted to find out what the State Library was doing and we thought this was the quickest, the most satisfactory way of finding out. If the surveyors in their report point to shortcomings in the library organization and service, it is because in their opinion these shortcomings exist. It was not to be expected that everyone would be pleased with the report, nor that everyone, including the Board, would agree with all the conclusions. Actually, the report is a model of mildness and restraint.

The cost of the survey was paid for out of a small sum allowed to the Board for its expenses. Not a penny came out of the State Library budget. The argument that there was anything unlawful or improper about such an expenditure is too absurd to require refutation. Such an argument could only be advanced by those who were afraid to face the results of an impartial study.

At this point I want to lay to rest one rumor that has been circulated around the State Office Building which is to the effect that the Board planned to move the State Library to some other city or to abolish it altogether. There is no foundation what-

ever for such a rumor. It is true that a former governor did introduce a bill to abolish the library; and some senator proposed to give it away to Michigan State College. These proposals were opposed by the Michigan Library Association, and they died a natural death. The Board is committed to the principle of a strong state library. To sell the library down the river is the last thing we have in mind.

In the reorganization of the State Library it has been contemplated that at least three divisions would be set up. The divisions will be along functional lines. The first, and smallest division so far as personnel is concerned, will be the Law Division; the second is the Extension, State Aid and Traveling Library Division; and the third will be the Readers' Division, comprising all the activities of the library not included in the other two divisions. Each of these divisions will have a chief responsible directly to the State Librarian and the Board. Each division will in a sense be an autonomous unit with its own budget and staff. It will be the task of the State Librarian and the Board to coördinate and correlate the work of these three divisions so that they will all work together to serve the interests of the State. This should not be too difficult, because there is little overlapping of functions.

The Division of Extension, State Aid and Traveling Libraries has already been established and is functioning satisfactorily. The present head of this division is Mrs. Loleta Fyan, who has been given a three months' leave of absence from the Wayne County Library to help us organize the work. Mrs. Fyan will have as her first assistant Miss Constance Bement, who will have charge of the extension work. This position, which Miss Bement has filled for several years past, will now assume increased importance. We intend to give Miss Bement a staff adequate to carry out plans for an enlarged extension program in Michigan. In the past she has been working single-handed against a great many odds. Eventually we hope that her department will have a school library adviser. There was once such a position in the State Library but it was allowed to lapse. The need for such a position is evident.

The traveling library department will continue under the direction of Miss Irene Van Horne. It is our feeling that for many years to come local libraries will be unable to serve all parts of the state and that our traveling library service will continue to play a useful part. Ultimately, perhaps, most of the needs now met by this department will be taken care of by local libraries.

The most pressing problem that has faced the Board in recent months has been the administration of the state aid law passed by the 1937 legislature. Most of you will remember that the appropriation of \$500,000 provided by this law was vetoed for the year 1937-38. It was not until the present fiscal year was well under way that we were certain that the fund would be available for 1938-39. We had, however, gone ahead on the assumption that the money would be forthcoming, and had done a great deal of the necessary groundwork. Two members of our Board, Miss Alice Vevia and Mr. William Jabine, served on a committee to organize the distribution of state aid. They have spent a tremendous amount of time studying the law, explaining its provisions to librarians, getting information from libraries, and preparing a list of institutions that have qualified. A great many questions in regard to the proper application of the law were threshed out in the committee. Where we were in doubt we asked the attorney general for an opinion. After the preliminary work had been taken care of, the Board decided to entrust the administration of state aid to the new Extension Division. We have added two permanent employees to the staff who will devote the major part of their time to the state aid work.

Unfortunately the quarters of the State Library were already too crowded to furnish any space for the new division, and we have consequently been forced to set up offices in the City National Bank Building. Eventually we hope that all the activities of the State Library and the State Board for Libraries can be brought together in one place. This, however, will probably have to wait until we have a separate library and archives building.

During the present year two county libraries, Branch and Ingham, have been organized and have met all the conditions imposed by the state aid law. These libraries have already received establishment grants of \$3,000 each and will probably receive \$2,000 more, the maximum allowed under the law. Certain other counties attempted to organize and qualify under the act, but the time was too short to work up the necessary interest on the part of county supervisors who were called upon to appropriate funds for the new library. As you know, the local unit must bear a certain share of the cost in order to be eligible for state aid. We believe that next year, instead of two, we shall have at least a dozen libraries which will qualify for the establishment grant. When Branch and Ingham show what can be done, other communities will follow suit.

Here I should emphasize a point which many people seem to have overlooked. State aid is not an outright gift; it is a grant on condition, the condition being that the local unit carry a certain share of the burden. If the local unit fails to do this, no state aid can be granted. In general it is not a matter of discretion with the Board—the standards are set up by the law itself. Where a library fails to qualify, and consequently fails to receive a grant, there is certain to be some feeling that the Board is at fault. Actually the fault must be traced directly to the local unit. Political pressure on the State Board can never be a substitute for good hard work with the county board of supervisors. The Board has thus far been too busy to assist in putting on a local campaign in counties seeking to organize. Next year, however, we expect to furnish some very real help.

I wish I could tell you here the exact number of libraries that have qualified for aid under the general library fund. I regret to say that some cases are still in doubt, because some essential information about these libraries is lacking. The law requires that the library receive for the current year from local tax sources an amount equal to or greater than the amount received in 1936-37. We are now requiring a sworn statement from the library fiscal agent showing what appropriations have been made. In some cases this statement has not yet been received. Without an official statement of this sort the Board does not feel safe in paying out money.

The law was intended to aid public libraries. Special libraries, such as medical and law libraries, and libraries maintained primarily for school purposes, are excluded. Now, as you know, a great many libraries in Michigan are school district libraries. One of the most difficult problems we have had has been to establish a formula for determining when a library was primarily for school purposes. We have finally set up certain criteria which we hope will be adequate. They cover such matters as the location of the library, hours when it is open to the public, the character of the book collection, and the percentage of adult users of the library.

Some of you are undoubtedly wondering why your particular library which seems to have met all the requirements, has not yet received its first payment. The reason is this: The law provides for quarterly payments. Until the first quarter ended it was not possible for us to determine whether the local unit had met the requirements

of the law. Thus, we have had only the month of October in which to get final information in all cases. I am happy to tell you that, on Saturday last, the Board met and authorized payment to all libraries whose credentials were in order. I understand that checks to twenty-four libraries are ready for distribution at this moment, and that in a very short time all libraries that have qualified will have received their first installment. These first payments include both large and small libraries scattered all over the state. The small libraries have, as a matter of fact, been our main concern, because in most instances they show the greatest need. At the same time, it is the small libraries that have held us up. The big fellows could have been taken care of long ago because their records were usually in such shape that the necessary information could be furnished by return mail. The smaller libraries have not been able to act so promptly.

In order to be on the safe side the Board may make the first installment a trifle less than one fourth of the amount which will be received for the year. Any discrepancy will be made up in later payments. It is believed that our organization will be functioning so smoothly by January that the second quarterly installment can be paid within a few days after the quarter begins.

Some few have jumped to the conclusion that the delay in state aid payments was due to the fact that the Board had established standards so high that few if any libraries could meet them. This is emphatically not the case. The only standards which we are applying this year are the financial standards set out in the law itself. It is quite true that the law permits us to set up standards for library personnel which will have to be met in qualifying for state aid. The Board has done some preliminary work on the question of certification, but no scheme has been adopted. Before anything can be done we must have more information as to the qualifications of the present personnel of Michigan libraries. This information we hope to have when the present survey by Mr. Cleavenger is completed. It goes without saying that our aims would be defeated if we adopted standards so high that libraries could not meet them.

The statute creating the Board provided for ten meetings a year. It seems unlikely that this number will be sufficient even in normal times. The Board has already held twelve meetings and innumerable conferences and committee meetings between times. It must, of course, be recognized that the organization period is bound to involve an unusual amount of labor; and that, once our organization is perfected, the demands on our time will decrease. Eventually the Board may become largely a policy-making body leaving the details of administration to be carried out by others. Such a situation presupposes that we have as heads of divisions and departments employees who show qualities of leadership, who have imagination, and who are willing to coöperate. Thus far coöperation in certain quarters has been given somewhat grudgingly if at all; and there have been all too many evidences of intrigue and efforts at sabotage. Proposals for reorganization and for improvement of the service might well have come from within the organization. I regret to say that they have not come.

While coöperation and support have been wanting in certain quarters, we have been more than pleased with the help we have had from other sources. I should mention here in particular the Michigan Library Association, the State Bar of Michigan, the Civil Service Department, the Governor's Office, and the Office of the Budget Director. Above all, we should thank the individual librarians throughout the state who worked for the state aid and library board bills during the last legislature and who have stood behind the Board from the beginning.

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# A Year In Retrospect

## *Annual Report of the President: a Digest\**

By RALPH A. ULVELING

UNLESS the President's report be comprehensive and candid, there is a danger that succeeding administrations may not be responsive to the will of the members or that misunderstandings due to inadequate knowledge of conditions will develop. In this spirit I place before you the record of the past year's work.

In 1935 and in 1936 the reports of the First and Second Planning Committees laid before this Association ambitious programs for the expansion and development of library service throughout the State. By the fall of 1937, last year, the necessary legislation for carrying out these programs had been secured. To many this represented completion of the endeavor; actually it provided only an auspicious beginning.

Primary among the objectives of the large development envisaged was the removal of the State Library from politics. A succession of changes in the administrative heads of that institution had weakened its influence throughout the State. To restore its proper prestige a constructive continuing program conceived on broad professional lines was needed.

Recognizing this, your President appealed to the Governor to exercise the authority granted him by the act passed at the regular session of the Legislature and appoint the newly created State Board for Libraries. You have heard of the work of that Board from its Chairman, Mr. Hobart Coffey, so you are already aware of the fact that professional standards for the library's personnel have been established; that salaries which should have a wholesome influence on the profession in the State as a whole have been obtained for State Library employees; that an impartial survey of the State Library to discover its strengths and its weaknesses and thus enable the Board to plan for a sound upbuilding of the Library has been made under the auspices of the American Library Association; that the introduction of professional standards in the control over out-state promotional development and supervisory functions has been accomplished; and that distribution of state aid funds has already been started.

Though this Association cannot arrogate to itself the credit for the work carried forward by the State Board, it may justly take pride in these accomplishments since the goals reached and the means for their attainment were all an integral part of the Association's development program.

The second aspect of the year's activity concerns state aid and library promotional work. With no state appropriation available until late July, the work done by this Association was necessarily educational and advisory. The demand for this, however, was unbelievably large. Either because of lack of confidence in the State Library's administration or for other reasons, queries from librarians and requests for assistance from local boards or county supervisors came from all parts of the State. Within the limits of time available all were responded to, either by the President personally, or by an assigned representative. Eventually, after the State Board had been appointed and become active, the load decreased.

Unless a creditable improvement in the operation of our institutions will be shown, we cannot long expect or receive financial aid from the state. An obligation rests heavily on individual librarians and on our Association to demonstrate our ability to use fruitfully the funds which make our enlarged opportunities possible. In two

\*Read before the Michigan Library Association, November 3, 1938.

important ways the year's work has been directed toward this end.

The Planning Committee, wisely recognizing that the time has come to discontinue the launching of new projects, directed its effort toward schemes for consolidating and stabilizing our gains. Personnel being the foundation on which all service rests, that committee recommended that the Association request the Board of Education of the American Library Association to conduct and finance a personnel survey on a state-wide basis with a view to developing a program and facilities for strengthening existing library service and to prepare for new services that likely will follow the granting of aid by the State. The recommendation was carried out by the Executive Board and fortunately met with a favorable response from A.L.A. officials. With only very limited funds provided the national headquarters by the Carnegie Corporation for carrying out this type of work, we are indeed extremely fortunate that Michigan is one of the three or four states to have the benefit of expert guidance in developing our future personnel program. We were further fortunate that Columbia University readily consented to release Professor John S. Cleavenger for one semester to conduct this survey. The inauguration of this project is submitted as one of the major accomplishments of your present administration.

The second effort, also directed toward improvement of services, was more immediate in its influence. I refer to the work of the Round Tables Committee. Leaving the beaten paths of other years, this committee planned the regional meetings as in-service institutes designed to bring to librarians a broader conception of the adult education movement and a realization of the importance of libraries in the furtherance of this movement.

Of major significance was the realization at this convention of an objective that has been before us for several years—the formation of a trustees section. With fifty-seven trustees representing practically all sections of the state participating in the organization meeting, the section assumes major importance immediately. Its influence within the councils of the Association as well as in the furtherance of library services throughout the state should bring noticeable benefits to individual communities as well as to the state at large.

Up to this point attention has been directed toward the year's contribution to the long-time program of the Association. From this time on, internal organization work must be considered. The Association has reached a place in its development where the informal methods of operating no longer are satisfactory. Our organization, always widespread, now is confronted by the further problem of bigness. The relatively small enrollment of three years ago has steadily increased until now its membership, for the first time, numbers more than one thousand persons. Among state library associations it has become the fourth largest of the country, exceeded only by those of New York, Ohio, and California, with the possible inclusion also of the Massachusetts Library Club. The greater stature that comes with our vastly expanded membership gives us strength—the force which will enable us to continue to be effective in the promotion of the ideals which we believe are worth advancing. But likewise it creates a problem. With the mounting load of work centered in one office, too heavy a burden is shouldered by the elected representatives. Eventually it may prove to be the obstacle barring competent leaders from assuming the responsibilities which the Association wishes to place in their hands.

To meet this situation, as well as to enable the organization to better inten-

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# Gifts To Michigan Libraries

By THOMAS R. BARCUS

THE first two articles in this series dealt with gifts to the public libraries of Michigan. The present article attempts to list some of the more outstanding gifts to the University of Michigan Library.

The material has been prepared by the library staff under the direction of the Librarian, Dr. William Warner Bishop. A pamphlet by Mr. Wilfred B. Shaw, *Support of the University of Michigan from Sources other than Public Funds or Student Fees*, affords a convenient summary through the year 1931. Since that time use has been made of the annual reports of the Librarian.

Some summaries prepared by Mr. Shaw may be of interest. Up to June 30, 1931, the University Library had received from donors 149,608 volumes, excluding pamphlets, maps, and unbound material. This amounted to 21.76 per cent of the total holdings at that date. The total value of these books, as approximated in the University Inventory, was \$388,952.75. This accounting excludes the Law Library and the William L. Clements Library of American History.

Various donors presented 18,944 volumes to the Law Library with an inventory value of \$63,383.53. In 1931, the University Inventory estimated the value of the volumes presented by Mr. Clements to be \$1,212,038.15.

Gifts of money to the University Library have also been important. By 1931, permanent endowment funds amounted to \$386,273.38 and \$232,431.27 had been given for current purposes.

The University began to receive gifts of various sorts at an early date, but the first recorded benefaction from an individual was a set of books, Brockhaus' *Konversations Lexikon*, presented in 1841 by Dr. Charles W. Borup, Superintendent of the American Fur Company's trading post at La Point, Lake Superior. In 1844 the presentation of "an ancient Runic" book by Alexandre Vattemare, a bookseller of New York and Paris, was recorded. Only the more important of subsequent gifts can be listed here. The enumerations are roughly in chronological order.

## OUTSTANDING GIFTS TO THE UNIVERSITY OF MICHIGAN LIBRARY

Citizens of Ann Arbor, 1,200 books.  
Richard Fletcher, law library of 800 volumes.  
Philo Parsons, library of Professor Rau of Heidelberg, 4,325 volumes, 5,000 pamphlets.  
Grand Duke Alexis, 100 volumes on the history of Russia.  
Senator James McMillan, the McMillan Shakespeare Library.  
J. J. Hagerman, a library of political science, 2,500 volumes.  
Christian H. Buhl, 5,000 volumes on law.  
German citizens, Goethe Collection, 940 volumes.  
Ellen B. Murphy, Murphy Collection of 154 rare books, 50 old maps.  
Mrs. Edward Dorsch, collection of Dr. Dorsch, 1,976 volumes.  
Mrs. S. G. Morris, the Morris Library of 1,340 volumes, 155 pamphlets.  
Governor Alpheus Felch, library of 3,500 volumes.  
Estate of Judge Douglas, 727 volumes.  
Frederick K. Stearns, collection of musical books and scores, 1,551 titles.  
Daughters of Dr. Dunster, 510 volumes.  
Bequest of Professor E. L. Walter, library of 2,088 volumes.

Duke of Loubat, facsimiles of ancient Mexican manuscripts.  
Mrs. Rebecca Hench, library of Professor G. A. Hench, 1,712 volumes.  
Dr. Mary Cutler, Korean books, Chinese atlas.  
Mrs. I. C. Russell, library of Professor Russell, 872 volumes and 369 pamphlets.  
Mrs. George Y. Wisner, library of George Y. Wisner.  
Professor Richard Hudson, 1,200 volumes.  
Jo Labadie, Labadie Collection of Socialist literature.  
Heirs of Professor Elisha Jones, 550 volumes of Greek and Latin classics.  
Professor C. B. G. Ee Nancrede, medical library of 500 volumes.  
Dean C. Worcester, Worcester collection of manuscripts and books pertaining to the Philippines.  
Thomas Spencer Jerome, 2,000 volumes of classical literature and history.  
Washtenaw County Pioneer Society, early papers and books.  
Mrs. John O. Reed, 400 scientific books, the library of Dean J. O. Reed.

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## Notes From M.L.A. Executive Board

To date there have been two meetings of this board. A short meeting followed the adjournment of the Convention at Lansing on November 4, and a second meeting was held at Jackson on November 18. In part, consideration was given to the following matters:

1. A theme for the year's work. In view of the fact that the expansion of service inherent in the state aid program concerns so largely rural areas and county library development, it seems desirable at this time that we inform and educate ourselves on rural social problems and their library implications, and further that we consult and associate ourselves with the individuals and groups who are working in this field. A number of suggestions have already been made for work that could be done in this connection.

2. The next annual meeting, 1939. Previous executive boards carried on considerable correspondence and made tentative commitments for a regional meeting with the library associations of Minnesota and Wisconsin for this meeting. Since the annual meeting of the A.L.A. will be in San Francisco, a well-organized regional meeting should be profitable. At present, plans point toward such a meeting to be held in Milwaukee, with Illinois, Michigan, Minnesota, and Wisconsin taking part. This board has committed itself to further such a meeting.

3. Training for assistants in small libraries. Various suggestions have been made to the board for the promotion of institutes for untrained assistants and others. A number of these proposals are being investigated with the hope that the Association may be able to sponsor or join others in some kind of in-service training plan.

The board also touched on the federal aid program and the Association's part in it; the need for the Planning Committee to aid the W. P. A. State-Wide Library Project and to work on plans for determining regions; ways of aiding the new

trustee section and possibly making arrangements for a spring dinner meeting. Board members assisted the president with suggestions for committee appointments, which will be published in the February issue of the *Michigan Librarian*.

RUTH RUTZEN, *President*

## New Trustee Section

At a general session of the Michigan Library Association Convention at Lansing a constitutional amendment making possible a trustee section was approved. Under the terms of this amendment, regular operating expenses of the section will be carried by the Association. However, this is the only section which allows for a group membership. Though trustees are eligible to the Association as individuals with the payment of regular annual dues of one dollar and a half, they may join as library boards under the provision for a board membership with annual dues of five dollars.

Later at the Convention an organization meeting was held creating this section. Elected officers are: Robert Sharer, Coldwater, Chairman; Mrs. Lee White, Birmingham, Vice-Chairman; Marion Packard, Flushing, Secretary-Treasurer.

Other trustees who attended are: Bangor, Scott D. MacDonald; Benton Harbor, Mrs. J. J. Dunkirk, Herman C. Frick; Birmingham, Mrs. Lee A. White; Branch County, Robert E. Sharer; Brighton, Mrs. Lois L. Strick, Mrs. C. E. Pinney; Buchanan, Mary E. Reynolds; Charlotte, Mrs. D. J. Wight; Detroit, Edwin S. George, M. Hubert O'Brien; East Lansing, Mrs. H. A. Childs, Mrs. A. W. Handy, Mrs. H. E. Johnson, Mrs. U. Brooks Williams; Eaton Rapids, Mrs. H. F. Canfield; Farmington, Anna Way Cook, Elsie Fink McCullough; Ferndale, Jeannette I. Grow, Arthur R. Kendall, Thelma M. Kramer, Robert Olson; Flushing, Marion Packard; Grand Rapids, Lawrence W. Smith; Hartford, Mary E. Dean, Nellie C. Smith; Hastings, Mrs. Clyde Wilcox; Highland Park, Mrs.

Mabel M. Chatfield; Holly, Mable Ben-  
sett, Mrs. Helen L. Cole, Mrs. Robert E.  
Edwards; Ingham County, Mrs. E. T.  
Crossman, Mrs. Ward Vicary; Ionia, Mrs.  
R. Lee Page, Mrs. K. R. Smith, Mrs.  
Montgomery Webster; Lansing, Carl H.  
McLean, J. W. Sexton; Lapeer, Dorothy  
Davis, Elaine Kay; Manistee, R. M. Over-  
pack; Marshall, H. L. Coleman, Virginia  
Cronin; Morenci, Mrs. Marie C. Cassady;  
Mt. Pleasant, Mrs. J. P. Carey; Oxford,  
Mrs. Carl Hammer, Robert W. Unger,  
Jr.; Paw Paw, Emma A. Laird; Portland,  
S. A. Horning; Rochester, Mrs. Zack  
Boeberitz, Mrs. Grover J. Taylor; Romeo,  
Mrs. Robert Greenshields; Saginaw, Ar-  
thur O. Cook, James Shackleton, George  
B. Willcox; Three Rivers, Fred E. Buer-  
gin, Guy H. Ringle; Vassar, Mrs. Bertha  
L. Park.

Similar sections in other states have  
demonstrated that such sections provide  
opportunities for trustees to work to-  
gether on problems of importance; that  
they widen the horizon of trustees and  
bring a new perspective to local prob-  
lems; that they provide for a definite  
contribution to the whole field of sound  
library development by trustees. Mr.  
Marcus in his talk to trustees at the state  
meeting in Detroit closed with these  
words, "My message to the trustees of  
the state of Michigan is that, by uniting  
with bonds of a broad common goal, you  
will find your contribution to your local  
library more vital and stimulating; that  
the field of service to your fellow men  
will reach to the farthest horizons."

It is the hope of the Association that  
libraries, librarians, and trustees will all  
profit through this important influence.

## Federal Aid Discussed

ON December 10 a number of state or-  
ganizations sponsored a meeting in De-  
troit for the discussion of federal aid to  
education. Professor W. H. Maurer, De-  
partment of Journalism, University of  
Michigan, was the chairman.

Paul T. David, Secretary, Advisory  
Committee on Education, and Dr. How-

ard A. Dawson, Director, Division of  
Rural Service, National Education Asso-  
ciation, explained reasons for federal aid  
and some of the changes which will be  
made in the bill before it is re-introduced  
in the coming Session of Congress.

Sponsoring organizations are: Ameri-  
can Association University Women—  
Michigan Division, Detroit Federation of  
Teachers, Detroit Teachers Association,  
Michigan Education Association, Michi-  
gan Federation of Labor, Michigan Fed-  
eration of Teachers, Michigan League of  
Women Voters, Michigan Library Asso-  
ciation, Michigan State Federation of  
Teachers Clubs, National Association for  
Advancement of Colored People, N.E.A.,  
Michigan Committee on Federal Aid,  
Southeastern Michigan Associated Teach-  
ers Clubs.

Four members of the Executive Board  
of the Michigan Library Association and  
ten other members represented library  
interests at this meeting.

## Status of State Aid

BRANCH, Gladwin and Ingham counties  
have each qualified for Establishment  
Grants of \$3,000.00. Ingham county is  
spending practically all of that for books,  
and in the other counties, a large portion  
of the amount will also be so spent.

A book truck has been purchased in  
Branch county and is beginning to give  
service. Gladwin county is considering a  
book truck or book trailer. They plan to  
use some of the funds for furnishing a  
library room in the projected new Court  
house. It is hoped that this state aid to  
Gladwin county may help in the develop-  
ment of a regional library in this part of  
the state.

To date 155 libraries have qualified  
for the General Library Fund. This in-  
cludes eleven county libraries. We are  
hoping checks for both the first and sec-  
ond quarterly payments will reach all of  
these libraries before January first.

LOLETA D. FYAN

## Adult Education Conference

ABOUT one hundred and fifty people from Ohio and Michigan interested in the various fields of adult education met in Ann Arbor, December 2 and 3, in the second Great Lakes Regional Conference on Adult Education sponsored by the Michigan Council on Adult Education, the Detroit Council on Adult Education, and the American Association for Adult Education.

Among assisting agencies were the Citizenship Bureau of Highland Park, Michigan, the Michigan Works Progress Administration, the Michigan State Board for Libraries and Michigan Library Association, the Ohio Conference on Adult Education, the Extension Service of the University of Michigan, Wayne University, the Young Women's Christian Association, the Federation of Women's Clubs, the Michigan Parents' and Teachers' Council, the Michigan Association of University Women and the Michigan Department of Public Instruction, Lansing.

John R. Emens, President of the Michigan Council on Adult Education, presided at the first general session and presented Doctor C. S. Yoakum who extended greetings from President Ruthven. The session theme was "*Points of View on Adult Education*." The part played by women's organizations, by libraries, by forums, by vocational training agencies, and by newspapers was presented by representatives from those fields.

At the second general session, Professor Howard Y. McClusky, Assistant to the Vice-President in charge of University Relations in the Field of Adult Education, University of Michigan, indicated the problems of organizing a community for effective service. He pointed out that community developments should indicate a movement of the people rather than for the people.

Morse A. Cartwright, Executive Director of the American Association for Adult Education, was the dinner speaker on December 2. His subject was *Propaganda and Adult Education*. Besides

noting the methods of propagandists in their efforts to make appeals to emotion rather than reason, he referred to the effects of good and bad propaganda methods and closed on a note of hope saying that, regardless of conditions in Europe and regardless of bad feeling engendered by certain new governmental policies in the United States, there were indications of considerable liberalism in this country, which he attributed to the adult education movement.

Several Michigan librarians took part in the discussions. Ralph A. Ulveling, Associate Librarian of the Detroit Public Library, presented the part of the library in adult education at the first general session; Marion Service, Chairman of the Public Relations Committee of the Detroit Public Library, discussed the experiment with reading clinics held in co-operation with Wayne University at the group session on "Problems in Literacy and Remedial Reading;" Ruth Rutzen, Chief of the Circulation Department of the Detroit Public Library, contributed to the discussion of ways of extending adult education among unorganized as well as organized groups of women at the session on "Women's Work in Adult Education;" Loleta D. Fyan, Chief of Extension, State Aid and Traveling Libraries Division of the Michigan State Board for Libraries, was Chairman of the Group Session on "Adult Education in Rural Areas."

## University Publication Wins Award

BECAUSE of its recent Honorable Mention in the Annual Award Competition of the Governmental Research Association, interest has greatly increased in an important publication of the University of Michigan Bureau of the Government, entitled *Realty Tax Delinquency in Michigan* by Robert S. Ford, Acting Director of the Bureau. This monograph, which analyzes the subject from the legal, economic, and governmental standpoints, may be obtained from the Bureau. Price, \$1.00.

## State Executive Board of School Librarians

THE first meeting of the State Executive Board of School Librarians for this school year was held in Ann Arbor on December 3, 1938. The Board membership this year consists of Ruth M. Irwin, High School Library, Highland Park, Chairman; Mrs. Leithal P. Ford, Mitchell Public Library, Hillsdale; Jane L. Hicks, High School Library, Dearborn; Esther Barth, High School Library, Monroe; Annie A. Pollard, Grand Rapids Public Library; Margaret Brammer, High School Library, Menominee; Constance Bement, State Library, Lansing; Dr. Harlan C. Koch, Assistant Director, Bureau of Cooperation with Educational Institutions, University of Michigan, Ann Arbor.

After the annual report of 1937-1938 was given, it was decided that the two important features of this year's program should be the appointment of "key" people in the state to further library publicity and the sponsoring of better educational facilities for librarians in the state. Names were suggested for "key" people a list of whom will be published when completed. Further work on educational facilities will await the survey now being made by Mr. Cleavinger.

From reports of the M.E.A. sections, the consensus of opinion seemed to be that no person should be chairman of more than one library organization at the same time but that the length of time between office holding should be optional with the section. Action was taken to establish such a plan in the state.

The next meeting will be held Feb. 4, 1939 at the Women's City Club in Detroit. Suggestions for program speakers for the various section meetings and plans for the use of federal-aid funds will be discussed at that time. If you have any suggestions, we will be glad to receive them.

Ruth M. Irwin, *Chairman*

## A Year In Retrospect

(Continued from Page 16)

sify its efforts, the Planning Committee has brought forward a proposal to regionalize the state. This plan calls for the establishing of fixed districts with a regional chairman for each. If found desirable, these regional representatives might be made ex-officio members of the Executive Board. On them would rest the responsibility of carrying forward all joint efforts of the Association. These districts, if properly drawn, could well become the areas for which each of the spring meetings would be planned, and at the same time they would serve as units for directing legislative action when necessary. The plan, in embryo, was discussed by your President with the members of the Upper Peninsula Library Association at their spring meeting. It was received with favor. The Planning Committee recommends it and the Executive Board endorses it. The decision now rests with the members.

Two further items are included in this report as matters of general interest. Last year it was announced by the President that despite the heavy drain of a prolonged legislative campaign which practically wiped out all existing reserves, the organization did not go into debt. This year I am happy to state that the major part of our former reserve has been re-established.

The second item of interest concerns committee appointments. In an effort to broaden the responsibility for carrying on Association activities and to develop new leaders, more than 60 per cent of all committee appointments were given to persons who never before had served in any official capacity.

To the persons who served on these committees and to the members of the Executive Board I give my very sincere thanks for the help they have given me. Without them the administration of your President would have been a failure.

## Around The State

### Organization News

DR. RANDOLPH G. ADAMS, Librarian, William L. Clemens Library of American History, University of Michigan, was the speaker at the dinner meeting of the Metropolitan Library Club of Detroit, November 30, at the Inter-collegiate Alumni Club. Dr. Adams' theme was "Public Control or Control of the Public," in which he stressed the obligation of public libraries to restrict the use of rare books or to place them in libraries which will guard them as their importance deserves.

The future program of the Club includes a professional symposium January 25, led by Mrs. Loleta Dawson Fyan, Chief of the Extension, State Aid and Traveling Libraries Division of the State Board for Libraries; a tea February 14; a meeting March 30 at which Miss Marie Newberry of Dayton, Ohio, will speak; and the annual spring meeting in May.

The officers of the Grand Rapids Junior Librarian's club—President, Miss Gladys Dunn; Vice-President, Miss Isabella Kryzminska; Secretary-Treasurer, Miss Winnifred Bishop; Project Chairman, Miss Eugenia Schmitz—have prepared a year's program which includes two teas, a rummage sale and a benefit bridge. Miss Frances MacCarthy Wood, chairman of the Michigan author's project, reports that mimeographed questionnaires will soon be sent to 5,000 authors or their immediate families.

Philip Adler, special correspondent for the Detroit News in the Orient and throughout Europe, was the guest speaker at the December meeting of the Michigan Chapter of the Special Libraries Association, discussing "The International Situation in Europe."

At the annual meeting following a visit to the Research Department and library of the General Motors Corporation,

November 25, the High School Librarian's Association of greater Detroit elected the following officers: President, Miss Isabel Fontaine, Hamtramck High School; Secretary, Miss Lillian Hodge, Southwestern High School; Treasurer, Miss Ora Hahn, Central High School. Miss Grace Winton was appointed chairman of the program committee.

### From Here and There

ANN WHEELER, Librarian at Lansing Eastern High, had a role in the Lansing Civic Players' recent production "Ceiling Zero."

Mrs. Gladys Engel Miller is the librarian of the New Ingham County Library at Mason. Mrs. Miller is a graduate of the University of Michigan Library School and former librarian at the Adrian Public Library. She is not connected with the organization of the Works Progress Administration County Library Work as reported in this column in our last issue.

Anna Bennett, Pratt, former member of the New York Public Library staff is the new Assistant Children's Librarian at the Lansing Public School Library. Several poems by Miss Bennett have been published in the recent collection *Trial Balances*.

Elizabeth A. Windsor, M. S. in L. S., Illinois, 1938, has recently joined the staff of the Hackley Public Library, Muskegon, as assistant reference librarian. Mrs. Windsor has been librarian at the Carnegie Public Library, Charleston, Illinois, and the Flagg Township Library, Rochelle, Illinois.

Mrs. Lois Place, Supervisor of school libraries in Detroit, has been elected to the executive board of the School Libraries Section of the A.L.A.

Barbara Fleury, Librarian at the Durfee Intermediate School, has been chosen



as a member of the Newberry-Caldecott Awards committee of the A.L.A.

On November 3rd, Miss Beulah Isles entertained 50 Children's Librarians of the M.L.A. at a tea in the Boys and Girls Room of the Lansing Public Library from 4 till 6. Among the particularly interesting original illustrations from children's books decorating the room were those from Helen Condon's book *State College*, Barbara Fleury's, *The Runaway Deer*, Mrs. Newberry's, *Barkis*, M. I. Ross', *Antartica*, and Ruth Barlow's, *Fun at Happy Acres*. The tea table was presided over by Mrs. F. E. Mills and Mrs. Lee Moore, board members.

Miss Florence Meredith is acting Librarian of Kalamazoo College during the leave of absence for the academic year 1938-39 of the librarian, Mrs. Alice B. Merriman.

The Michigan Library Association is represented on the Executive Committee of the Michigan Council on Adult Education by Ruth Rutzen, President, who has been made Recording Secretary of that organization.

Miss Leone Hoffman from Ripon, Wisconsin, has been added to the staff of the Jackson High School Library.

Western State Teachers College is experimenting with a dormitory library collection of about two hundred books for recreational reading which are placed in the library of Walwood Hall. Exchanges are made twice each month in groups of twenty-five books. Circulation periods are not limited.

### Marriages

JULIA YOUNGS to Harry Kuhlmeier, October 31; Mrs. Althea Palen to Benjamin Hogan, November 5. The staff of the Michigan State Library of which the brides are members feted them November

21, at a dinner at the Porter Hotel. From the staff of the U. of M. General Library: Elizabeth Williams, a graduate of Linfield College to Wilbur McKee, in charge of documents, at Roseburg, Oregon, September 1; Mary Stalker, assistant in the periodical room, to Bernard Baum, a graduate student in the Department of English, at Detroit, June 14; Mae Eloise Westveer, Supervisor in the Catalog department to Nelson Cody, of Ann Arbor.

### Library School News— University of Michigan

DR. W. W. BISHOP, Librarian of the University of Michigan Library, has been granted sabbatical leave for the second semester of the present academic year.

F. Ridlen Harrell, treasurer of the Margaret Mann scholarship fund, reports that the amount pledged so far has grown to \$1195, of which \$858 has already been paid.

Forty-one first year and thirty-two second year students have enrolled in the Department of Library Science this semester, of whom forty-two are women and thirty-one men.

During a leave of absence for the academic year, Mrs. Nellie Thornton is on the staff of the Library of the Brookings Institution at Washington, D. C. Her position in Graduate Reading room No. 3 of the General Library is being filled by H. S. Dahlstrom.

Because of the Czechoslovakian crisis, Margaret Blashill, Supervisor in the Catalog Department of the General Library, returned from England, on October 10. Elsie Stark of the Lancashire County Library who exchanged positions with Miss Blashill, sailed for England on the "Queen Mary" October 19.

The microfilms of the books listed in the Pollard and Redgrave's *Short title catalog* are now being catalogued at the University Library. To date, cards have been prepared for about 140 of these films, and are available to subscribing libraries. The cataloging is being done by Margaret Parmelee.

## Short Cuts and Encores: A Department of Helps

For public librarians who are trying to speed up the work with students in order to give a proportionate amount of time to their adult patrons, here is one answer to the eternal request to find a book on the "required" reading list. It amounts to re-vamping the school lists to make them more usable and in line with the classification and arrangement of books in the library. Retype the list, using only titles in your library, on small punched cards—12.5x5 cm. cards are practical—typing one title on each card. In addition to author, title, and call number, type the grade for which it is intended in upper right hand corner. If the book may be used in more than one grade, you will need a card for each. After the list is typed, separate cards according to grade and arrange each in shelf-list order. Tie each grade separately with heavy twine through the holes. If you have a janitor who is handy in such matters, have a small wooden box, with holes to tie in the cards, made for each list. These lists, either in or out of boxes, can easily be carried around the room by students and will assist them not only in finding the book more readily, but also in helping them to learn the classification system and in becoming more self-sufficient in library use.

### Color Clues

The school librarian with a student staff is often harassed by the constantly recurring errors made by these amateur librarians. A scheme which has worked favorably in identifying these is to provide each one with a pencil bearing a different colored lead. After dating books, recording collected fines, checking magazine cards, or any other routine duty, she signs the initial of her surname in a small colored letter, thereby identifying herself with her work. Of course, an ordinary lead pencil would serve the purpose as well, but the separate colors have a definite psychological effect upon

the youthful worker which actually works wonders in eliminating individual errors by making them so easily traceable.

### Student Book-Baiting

Keeping the school library bulletin board up-to-date, attractively arranged, and frequently changed is excellent bait for catching high school readers, and student library aides can be of great assistance. They may be divided into groups, each of which is responsible for planning and displaying material for a certain week of each month. Many pupils begin to visit the library regularly to see the new displays and inquire for books which have thus been advertised.

### Holland Wings and Hinges

Holland wings and the Holland hinges<sup>1</sup> make a spectacular rescue of magazines showing hard wear. The wings cling to corners with colorful tenacity and are particularly useful for corners of square-backed periodicals. The hinges creep under the wire staples, both inside and out, and fasten themselves with a firm grip. A small clawlike tool is provided to loosen the staple to receive the hinge. A specially designed flexible cloth in several different colors, combined with a hard-sticking flexible adhesive, serves to make these aids an asset to the equipment of any library.

### Library Teaching by Movies

In line with current instructional trends, a moving picture written and directed by Miss Ethel Walker, Librarian of Mackenzie High School, Detroit, and entitled "Jack Learns to Use the Library," proves to be an intriguing method of instructing young people in library use. The units included are library rules, encyclopedias, the card catalog, and the *Readers' Guide*. The film is available for loan upon application to Miss Walker.

<sup>1</sup>Michigan agent: Harold B. Roe, 623 Lenore Street, Lansing, Michigan.



## We Recommend

THIS department is designed to meet the needs of school libraries and small public libraries. The books recommended in this issue center about the home and family relationships. The committee is particularly indebted to Miss Beatrice T. Olson, Miss Julia P. Grant and Mrs. Grace Sanford of the Detroit Public Schools, and Miss Betty J. Garlick and the staff of the Merrill-Palmer School for help in compiling the list. —Ed.

### Personal Development

ALLEN, BETTY AND BRIGGS, MITCHELL P. *Behave Yourself! Etiquette for American Youth.* Lippincott, 1937. \$1.00.

Modern etiquette problems of boys and girls handled in their vernacular.

BLACK, KATHLEEN. *Manners for Moderns.* Allyn and Bacon, 1938. \$.60.

BURNHAM, HELEN A., JONES, EVELYN G., AND REDFORD, HELEN D. *The Boy and His Daily Living.* Lippincott, 1935. \$1.80.

A text presenting high school boys' problems in the sociological, economic, and psychological aspects of family life.

CRISP, C. B. *Be Healthy.* Lippincott, 1938. \$1.56.

ELLIOTT, HARRISON S. AND ELLIOTT, GRACE L. *Solving Personal Problems; a Counseling Manual.* Holt, 1936. \$2.00.

This book covers the ordinary problems of individuals and the kind of personal counseling necessary.

HARRIS, FLORENCE L. AND HUSTON, H. H. *The Home Economics Omnibus.* Little, 1935. \$1.60.

HART, HORNELL AND HART, ELLA B. *Personality and the Family.* Heath, 1935. \$2.80.

Problems facing individuals in family relationships. Discussion questions following each chapter are particularly pertinent. For college students and adults.

JACKSON, JOSEPHINE A. *Guiding Your Life with Psychology as a Key.* Appleton-Century, 1937. \$2.00.

By the well-known author of *Outwitting Our Nerves.*

KELIHER, ALICE V. *Life and Growth; Drawings by Pictorial Statistics, Inc.* Appleton-Century, 1938. \$1.20.

"This guide to the process of growing up in modern society covers a wide field—human relations, heredity, physiology, and reproductive processes. The illustrations may cause a problem in some libraries, but the material is excellent and

the presentation is skillful." *Booklist.*

LYSTER, ALBA M. AND HUDNALL, GLADYS. *Social Problems of the High School Boy.* Steck, 1935. \$1.75.

MCLEAN, DONALD. *Knowing Yourself and Others; Mental Hygiene for Young People.* Holt, 1938. \$1.40.

MAULE, FRANCES. *She Strives to Conquer; Business Behavior, Opportunities, and Job Requirements for Women.* Funk, 1934. \$2.00.

This book has proved its usefulness in many school and public libraries.

MORGAN, JOHN J. B. *Keeping a Sound Mind.* Macmillan, 1934. \$2.25.

Mental hygiene for the high school student and the adult.

RYAN, MILDRED G. *Your Clothes and Personality; Student's ed.* Appleton-Century, 1937. \$1.72.

Useful for the high school girl and the adult.

VAN DUZER, ADELAIDE L. AND OTHERS. *Everyday Living for Girls; a Textbook in Personal Regimen.* Lippincott, 1936. \$2.00.

This book is intended to develop standards of living and appreciations of the value of personal and social development. Covers a wide field. For the high school girl.

### Art For Homemaking

BURRIS-MEYER, ELIZABETH. *Decorating Livable Homes.* Prentice-Hall, 1937. \$5.00.

A comprehensive book for the intelligent adult.

TRILLING, MABEL B. AND WILLIAMS, FLORENCE. *Art in Home and Clothing; Rev. ed.* Lippincott, 1936. \$2.50.

A revision of a standard book covering such topics as architecture, furniture, household equipment, lighting, home furnishings, interior decoration and clothing styles.

WHITMAN, ROGER B. *First Aid for the Ailing House; 2nd ed. rev. and enl.* McGraw-Hill, 1938. \$2.50.

A new edition of an authoritative book on how

to keep a house in good condition. Describes new building materials and household appliances. For the houseowner of moderate means.

### *Family Life and Child Development*

ALDRICH, CHARLES A. AND ALDRICH, MARY M. *Babies are Human Beings; an Interpretation of Growth.* Macmillan, 1938. \$1.75.

A sensible book written by a well-known pediatrician and his wife.

ARLITT, ADA H., *ed.* *Our Homes.* National Congress of Parents and Teachers. \$25.

Home management, the home as a cultural center, and educational aspects of the home including radio, music, books, etc.

DENNIS, LEMO T. *Living Together in the Family; a Study of Family Relationships.* American Home Economics Association, 1934. \$1.10.

Learning to live together, influences affecting family life, the family and the community are among the subjects covered in this standard book in its field.

DENNIS, LEMO T. AND STEELE, M. H. *Pictures of Family Life; Young People's Descriptions of Family Life; Assembled for the American Home Home Economics Association by a Committee of the Division of the Family and its Relationships.* American Home Economics Association, 1935. \$1.40.

For the intelligent adult reader.

DESCHWEINITZ, KARL. *Growing Up; the Story of How We Became Alive, are Born, and Grow Up.* 2d ed. rev. Macmillan, 1935. \$1.75.

A recognized book useful primarily in the home.

FOLSOM, JOSEPH KIRK. *Plan for Marriage; an Intelligent Approach to Marriage and Parenthood; Proposed by Members of the Staff of Vassar College.* Harper, 1938. \$3.00.

Clear, concise information that answers the questions most frequently asked. For college students and adults.

GOOD HOUSEKEEPING (Periodical). *The Good Housekeeping Marriage Book; Twelve Ways to a Happy Marriage.* Prentice-Hall, 1938. \$1.96.

Written by authors familiar with marital problems. For the lay reader.

GOODSELL, WILLYSTINE. *Problems of the Family;* Rev. ed. Appleton-Century, 1936. \$3.50.

Historical development, social conditions reacting upon the family, the child and the family of the future.

GOODSPEED, HELEN C. AND JOHNSON, EMMA. *Care and Guidance of Children.* Lippincott, 1938. \$1.80.

A practical manual on child care. A complete revision of the author's *Care and Training of Children.*

GROVES, ERNEST R. *Understanding Yourself; the Mental Hygiene of Personality.* Greenberg, 1935. \$2.50.

A splendid book by an authority.

GROVES, GLADYS H. AND ROSS, ROBERT A. *The Married Woman; a Practical Guide to Happy Marriage.* Greenberg, 1936. \$2.50.

The "problems confronting a woman before and after marriage. For adult readers.

TAYLOR, KATHARINE W. *Do Adolescents Need Parents?* Appleton-Century, 1938. \$2.50.

A practical guide for parents of adolescents which discusses the parent's role and adolescent needs.

THOM, DOUGLAS A. *Everyday Problems of the Everyday Child.* Appleton-Century, 1927. \$2.50.

Still recognized in its field.

WILE, IRA S. *The Man Takes a Wife; a Study of Man's Problems in and through Marriage.* Greenberg, 1937. \$2.50.

Attention is centered on the normal rather than the pathological. For adults.

### *Consumer Education*

BIGELOW, HOWARD F. *Family Finance.* Lippincott, 1936. \$3.00.

A study in the economics of consumption, written from the standpoint of the individual family. Covers family wants, income, standards of living, etc.

TRILLING, MABEL, EBERHART, E. K., AND NICHOLAS, FLORENCE W. *When You Buy.* Lippincott, 1938. \$1.80.

A textbook in consumer education.

### *Clothing*

EYERS, MARGARETTA. *Designing Women; the Art, Technique, and Cost of Being Beautiful.* Simon and Schuster, 1938. \$1.96.

"How to accentuate the good qualities and minimize less attractive points in one's appear-

ance. The art of making up, of choosing clothes and costumes is explained, with specific directions for many different types of women." *Book-list*.

DENNY, GRACE G. *Fabrics: Definitions of Fabrics, Practical Textile Tests, Classification of Fabrics*; 4th ed. Lippincott, 1936. \$2.00.

Complete reference book with the fabrics alphabetically arranged and all the descriptions presented from a modern point of view.

GOLDSTEIN, HARRIET AND GOLDSTEIN, VETTA. *Art in Everyday Life*; Rev. ed. Macmillan, 1932. \$3.25 (text ed.).

A standard book.

LEWIS, ETHEL. *The Romance of Textiles; the Story of Design in Weaving*. Macmillan, 1937. \$4.00.

An excellent book in its field.

### **Family Health, Nutrition, and Food**

BLINKS, RUETTA D. AND MOORE, WILLETTA. *Food Purchasing in the Home*. 2d ed. rev. Lippincott, 1932. \$3.00.

This text contains all the information necessary for intelligent buying. The entire field of food products, both staples and luxuries, is covered.

BOGERT, LOTTA J. *Dietetics Simplified; the Use of Foods in Health and Disease*. Macmillan, 1937. \$3.00.

Useful book for those who wish to plan balanced menus as well as diets for particular diseases.

BOGERT, LOTTA J. *Nutrition and Physical Fitness*. 2d ed. Saunders, 1938. \$3.00.

FISHBEIN, MORRIS. *Your Diet and Your Health*. McGraw-Hill, 1937. \$2.50.

The scientific findings of leading nutritionists and bio-chemists in regard to the effects of food on the human body have been translated by Dr. Fishbein into brief, simple terminology.

HALLIDAY, EVELYN AND NOBEL, ISABEL T. *How and Why of Cooking*; Rev. ed. University of Chicago Press, 1933. \$2.00.

The essential processes involved in preparing good food. For the well-educated adult.

LANMAN, FAITH R., MCKAY, HUGHINA, AND ZULL, FRANCES. *The Family's Food*; Rev. ed. Lippincott, 1937. \$1.68.

MONROE, DAY, KYRK, HAZEL, AND STONE, W. B. *Food Buying and Our Markets*; New ed. rev. and enl. Barrows, 1938. \$3.00.

RICHARDSON, FRANK H. *Feeding our Children; a Simple and Understandable Exposition of the Principles of Nutrition, Together with Their Practical Application to the Task of Planning Meals for the Various Ages*. Crowell, 1937. \$1.00.

This practical book clarifies the science of nutrition for the housewife.

WILLISON, EUGENE E. AND OTHERS. *American Red Cross First Aid Textbook*. Blakiston, 1937. \$1.00.

### **The Family, Management and Buying**

FRIEND, MATA R. *Earning and Spending the Family Income*. Rev. ed. Appleton-Century, 1935. \$2.00.

A standard title in this field.

PRICE, LITA AND BONNET, HARRIET. *Maidcraft; a Guide for the One-Maid Household*. Bobbs, 1937. \$1.50.

Equally useful for the person who does her own housework and the one who has a maid. Good for organizing housework and making schedules for maid and mistress.

U. S. Office of Education. *Duties and Responsibilities of the General Household Employee*. 1938. \$.10. (Vocational Education Bulletin 194: Home Economics Series 21.)

All phases of the maid-in-the-home problem with the common prevailing standards.

### **Work of State Board**

(Continued from Page 14)

The future existence of the Board and the continuation of state aid will depend to a very large extent on the library profession of the state. If you make good use of the money which you receive, that will do more than anything else to encourage the legislature to continue state aid grants. I trust that every member of this Association will be quick to scotch rumors which you know to be unfounded, and to combat at all times attacks which are made obviously for political purposes. Political control has kept the Michigan State Library a quarter of a century behind the times. We must see to it that Michigan catches up.

## Library Readjustment

(Continued from Page 14)

carried out, will tremendously increase the educational significance of the public library in thousands of American communities and fully justify its support as one of the principal promoters of the American democratic way of life.

For many reasons it is particularly fitting that this challenge to blue print and implement the course of adult education through the public library should be accepted by the librarians of the state of Michigan. Your state is the only state in the nation that, through its first constitution, made the support of public libraries mandatory. At the very outset, it recognized the importance of the library as an educational force in community life and assumed its support as a state responsibility. It was the first state to enact a comprehensive public library state aid measure with an appropriation large enough to effect substantial library development over a period of years. Its State Library Board is now giving thought to the reorganization of the machinery through which this support is to be administered and to methods of coöperation to increase the value of the service of every library, small or large, within the state. Through the public library of Detroit, it has furnished the libraries of the nation a notable example of effective reorganization and experimentation in the adult educational field. Through its district round tables, the Michigan Library Association has brought librarians and adult educational leaders in the state together to develop a more significant coöperative adult educational program, and it is now engaged in a study of personnel which is fundamental to high educational accomplishment. Finally, this conference has exhibited an expectancy and determination that would seem to insure that the steps which I have mentioned will be taken and that a program will be carried into effect which will tremendously increase the ability of the individual citizen of Michigan (1) to overcome limitations in his early training; (2) to

maintain his vocational efficiency; (3) to deepen his understanding of the world around him; (4) to heighten his ability to adjust himself to the social and political order of which he is a part; (5) to quicken his understanding of himself; and (6) to increase greatly the permanent satisfaction of his inner life.

## Highlights

THE public library of the future, according to Carl Milam (*School and Society*, October 15, '38), will deal extensively with phonograph records, microfilm, and pamphlets, but books will remain the chief stock in trade. Mr. Milam shares Alvin Johnson's expectation that the library will become a leader in adult education and that it will be "a people's university, sound bulwark of a democratic state." Other provocative articles in the public library field are the following: Ralph Shaw's "A Sound Mind" (*A. L. A. Bulletin*, Oct. 1, '38) dealing with the comparative value of fiction and non-fiction; "We Mothers Want Guidance" by Elizabeth Hunter (*Library Journal*, Sept. 15, '38); and "Names Make News" (*Library Journal*, Oct. 1, '38) by Kate Coplan.

*Helping the Reader toward Self-Education* by John Chancellor, Miriam Tompkins, and Hazel Medway, offers within the briefest compass inspiration as well as instruction of the most definite and practical kind. A simple outline, in question-and-answer form, of the day-to-day practice of a readers' adviser is followed by a survey of the background material of outstanding importance, a discussion of the reader's interests and problems, and a lucid chapter on judging the readability of books. The work is introduced by Ralph A. Ulveling. An unusual feature is the inclusion of a list of works, often fiction or drama, helpful in understanding various types of character. Because of its simplicity and compression and its wealth of references, this book forms an admirable handbook.

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## Gifts To Libraries

(Continued from Page 17)

Bryant Walter, the library of C. A. Davis for the Museum and Library.  
Kiefer family, manuscripts and documents of Hermann Kiefer.  
Mrs. M. L. D'Ooge, 685 volumes, the library of Greek literature of Professor D'Ooge.  
Professor H. B. Hutchins, law library of 1,500 volumes.  
Detroit Public Library, 860 volumes of Patent Office Specifications.  
Tappan Presbyterian Association, 6,400 volumes, 1,500 pamphlets.  
Carrie Frieze, collections of music.  
Professor Alexander Ziwet, mathematical library of 3,294 volumes and 1,541 pamphlets.  
Family of Professor W. W. Beman, mathematical collection, 1,427 volumes, 503 pamphlets.  
C. B. Warren and S. Horiye, works on the Japanese Legal Code.  
Professor A. A. Stanley, works on music, scores.  
J. P. Morgan, photographs of Coptic manuscripts.  
Governor Chase S. Osborn, library at Duck Island, valued at \$25,000.  
Regent William L. Clements, the William L. Clements Library of American History and a building for its proper housing. It constitutes one of the foremost collections of books, manuscripts, and maps relating to the discovery of the western continent, its settlement and later history. The collection is especially rich in manuscripts, rare books and pamphlets dealing with early colonial history and the period of the American Revolution.  
William W. Cook, to the Law School, the Legal Research Building at a cost of over \$1,000,000 housing the Law Library, together with funds for the purchase of books, and his own private library.  
Professor Horace Wilgus, 2,000 volumes to the Law Library.  
Charles Denison Bequest, \$8,000 for the purchase of books.  
Charles Baird, \$300 for the purchase of rare books.  
Children of Professor Robert M. Wenley, his library of 6,000 volumes.  
Regent L. L. Hubbard, "Gulliver's Travels," "Robinson Crusoe" collection, over 3,000 volumes in "Imaginary Voyages Collection," a collection on "Men and Manners in America."  
Professor W. P. Lombard, physiology library of 600 volumes and 6,000 pamphlets.  
Estate of John S. Lawrence, library of 780 volumes.  
Mrs. James H. Campbell, letters and papers of Lucius Lyons.  
Robert B. Ripenbach, 600 volumes.  
Mrs. E. D. Campbell, the library of Professor Campbell.  
Wm. S. Mason, 107 bound revolutionary pamphlets.  
Miss Elizabeth W. Dean, 500 volumes.  
Mrs. I. N. Demmon, the library of Professor Demmon.  
Carlos E. Porter, South American journals and scientific pamphlets.  
Michigan Club of Peking, China, 508 books and maps.  
Professor Wm. H. Hobbs, geological and mineralogical library, 73 volumes, 1,638 pamphlets.  
Dr. Lewis S. Pilcher, Vesalius collection and medical library, 387 volumes; 589 portraits of medical men; a collection on the history of medicine.  
Dr. George Dock, early volumes on the history of vaccination.  
Mrs. Filibert Roth, forestry library of Professor Roth.  
H. S. Jewett, 23 volumes, 288 pamphlets on mosses.

Estate of L. L. Barbour, 800 volumes.  
Col. Thomas M. Spaulding, Stephen Spaulding Memorial Collection.  
Professor Floyd R. Mechem, 500 volumes on legal history and jurisprudence.  
Professor F. N. Scott, library of 1,607 volumes.  
James F. Breakey, the medical library of Dr. William F. Breakey.  
Fred W. Sanders, dramatic library, 341 volumes, 3,410 play bills, 3,604 programs, 495 photographs.  
H. C. Hoskier, 1,500 volumes; also remarkable collection of photographs of all Greek manuscripts of the Book of Revelations.  
Mrs. Cornelia Steketee Hulst, 23 Dutch imprints and a remarkable collection of books on St. George and the Dragon.  
W. C. Hollands, collection of old Bibles.  
Dr. William Campbell, 13 volumes, early American imprints.  
Bequest of Bradshaw H. Swales, ornithological library of 4,500 volumes.  
Dr. Howard A. Kelley, rare works on ornithology; Fünfstück library on lichens, and the Krieger library of mycology.  
Dean A. S. Whitney, educational library of 764 volumes.  
Walter S. Penfield, 200 volumes on international law.  
V. V. McNitt, five incunabula.  
Regent J. O. Murfin, 350 legal works.  
Professor F. M. Taylor, 264 volumes on economics.  
Dean M. E. Cooley, 1,500 volumes on transportation.  
Mrs. F. W. Kelsey, 280 volumes, 1,200 pamphlets from Professor Kelsey's library.  
Orla B. Taylor, collection of Napoleonic manuscripts.  
Dr. LeRoy Crummer and Mrs. Crummer, "Religio Medici" Collection and other works relating to the history of medicine, 297 volumes; 10 incunabula in the field of medicine.  
Mrs. LeRoy Crummer, a collection on early medical history, one of the most notable in America.  
Otto T. Landman, 472 volumes on ophthalmology.  
Professor Max Winkler, German library of 2,000 volumes.  
Stuart Perry, 275 books in paleontology.  
Misses Grace L. and Abby L. Sargent, library of Professor Lawrence Boyd Evans, 745 volumes on international law, 226 autographs of authors.  
Geddes family, 737 volumes from the library of Frederick Lyman Geddes.  
Professor Calvin H. Kauffman, 365 bound volumes and 6,000 reprints in the field of botany.  
Mrs. Alfred Scott Warthin, remarkable collection of Dr. Warthin on the "Dance of Death."  
His Majesty, The King of Siam, 45 volumes in the Siamese language.  
Sociedad Espanola, collection of 1,000 Spanish plays.  
Parke, Davis and Company of Detroit, notable botanical library of 1,168 volumes and 1,143 unbound pieces.  
Dr. Conrad Georg, 612 volumes and 5,377 unbound pieces in the field of medicine.  
Government of Egypt, 99 works in Arabic, chiefly in mathematics and geography.  
Bryant Walker, 1,310 volumes on mollusks.  
Dr. Frank W. Smithies, valuable collection on polar exploration.  
Dr. Erdman D. Beynon, 215 books in the Hungarian language.  
Trustees of the McGregor Fund, a letter of Galileo, a first edition of Copernicus, and a first edition of Galileo's "Dialogue."

## PERMANENT ENDOWMENT FUNDS FOR THE LIBRARY

German citizens of Michigan, \$500 for the purchase of books in German literature.  
 Corydon L. Ford, \$20,000 fund for the purchase of books.  
 Jean L. Coyl, \$10,000 fund for the Colonel Coyl Collection.  
 Octavia W. Bates, bequest of \$30,000 to the General Library, bequest of \$14,000 to the Law Library.  
 Class of 1920, \$1,000 fund for the purchase of books on the World War.  
 Silas Wright Dunning, bequest of \$305,000 to the General Library for the purchase of books.  
 Friends of Professor E. D. Campbell, magazine

fund of \$400.  
 Colonel Thomas M. Spaulding, Stephen Spaulding Memorial Fund of \$1,000, \$420 for the purchase of books.  
 Frank M. Manny, Mary Bloom Manny Memorial Fund of \$500 for the library of the Michigan League.  
 Mrs. Floyd R. Mechem, \$2,500 fund for the Floyd R. Mechem Library in the Law School.  
 Helen Lovell Million, Harriett Agnes Lovell Memorial Fund of \$2,000.  
 University of Michigan Club of Philadelphia, fund for the purchase of books relating to the original thirteen colonies and their subsequent history.

## FUNDS FOR CURRENT EXPENDITURE

Class of '72, Memorial Fund, \$1,100.  
 E. C. Hegeler, \$275 for the purchase of books.  
 Christian H. Buhl Library Fund for the Law Library, \$10,000.  
 Senator James McMillan, \$250 for the purchase of books, Shakespeare Library Fund of \$400.  
 Dexter M. Ferry, \$100 fund for the Matthew Arnold Collection, \$240 contribution to the fund for early Christian literature.  
 W. C. McMillan, \$100 for the Shakespeare Library.  
 Mrs. George S. Morris, \$1,150 for the philosophical library.  
 Department of English, Ben Greet Book Fund of \$6,000.  
 Regent Peter White, \$1,000 for the Medical Library.  
 Henry C. Adams, book fund of \$1,850.  
 Charles B. Warren, \$300 for the purchase of diplomatic documents.  
 Sir Douglas Mawson, \$150 fund for the Geological Library.  
 Jacob Steketee, Mrs. Henry Hulst, and others, \$1,690 for Dutch literature and history.  
 Frank B. Williams, \$500 for books on city planning.  
 University Musical Society, library fund of \$630.

Luman W. Goodenough, \$500 for books on religion.  
 Professor John S. Worley and other donors of funds for the Transportation Library, \$17,575.  
 La Sociedad Hispana Library Fund, \$100.  
 Joseph F. Sabin, \$500 for the purchase of manuscripts.  
 Professor Floyd R. Mechem, book and binding fund for the Law Library, \$600.  
 Walter F. Haass, \$5,000 for the purchase of incunabula in the field of internal medicine, established in honor of his brother Dr. Ernest W. Haass. Twenty-eight incunabula have been purchased from the fund to date.  
 W. W. Newcombe, \$1,000 for the purchase of works on Lepidoptera.  
 William Wade Hinshaw, Mozart book fund, \$500.  
 Professor W. P. Lombard, \$1,300 fund for physiological journals, \$500 for books in physiology.  
 Carnegie Corporation of New York, \$18,850 for Lental Library demonstration.  
 Polonia Literary Circle, \$840 for books on Poland.  
 English Department Dramatic Fund, \$285.  
 Flavius Morse Crocker bequest of \$1,000 for the purchase of books in history and engineering.

*Our Contributors*

DOROTHA DAWSON is Supervising Instructor, School Libraries, Detroit Public Schools.

HOBART COFFEY, Chairman of the new Michigan State Board for Libraries, is the Law Librarian of the University of Michigan.

G. FLINT PURDY, Chairman of the College Library Round Table of the Michigan Library Association, is the Librarian of Wayne University, Detroit.

RALPH A. ULVELING, member of the State Board for Libraries and of the Executive Board of the Michigan Library Association, is the Associate Librarian of the Detroit Public Library.

LOUIS R. WILSON, Dean of the Graduate Library School at the University of Chicago, is nationally known for his professional activities and his numerous contributions to library literature.



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